

## Практичне заняття з англійської мови на тему «Art of conversation»

Автором розробки пропонується актуальний матеріал для формування іншомовної комунікативної компетентності студентів педагогічних коледжів з теми «Мистецтво спілкування». Усі навчальні цілі та завдання заняття реалізуються засобами новітніх і традиційних освітніх технологій, що дозволяє активізувати не лише мовленнєву і пізнавальну діяльність студентів, але й зміцнити їхню суб'єкту позицію у процесі навчання.

**Ключові слова:** іншомовна комунікативна компетентність, мовленнєва діяльність, пізнавальна активність, суб'єкту позиція.

**Андрєєва Н.** Методическая разработка занятия по английскому языку для студентов 3-го курса

Автором разработки предлагается актуальный материал для формирования иноязычной коммуникативной компетентности студентов педагогических колледжей по теме «Искусство общения». Все учебные цели и задания занятия реализуются средствами новейших и традиционных образовательных технологий, что позволяет активизировать не только речевую и познавательную деятельность студентов, но и укрепить их субъектную позицию в процессе учебы.

**Ключевые слова:** иноязычная коммуникативная компетенция, речевая деятельность, познавательная активность, субъектная позиция.

**Andriieva, N.** An English Lesson Plan for the Third-year students

The author of the lesson offers topical material for developing foreign communicative competence of would-be teachers on the topic «Art of conversation». All educational aims and tasks are realized by means of the newest and traditional educational technologies, that allow activating not only students' communicative and cognitive activity but also developing their subject position in the educational process.

**Keywords:** foreign communicative competence, communicative activity, cognitive activity, subject position

### TOPIC: The Art of Conversation

#### PURPOSES

- to provide students' opportunities for developing and mastering speaking skills based on the topic of the lesson, to improve students' ability to read, perceive & understand effectively;
- to help the students express their thoughts and communicate in English;
- to develop their skills in thinking, analyzing, provide students' creative and searching activities through the Internet resources and means of Microsoft Office;
- to teach students to gain aesthetic tastes in conversation and how to enjoy their activities

#### *It's important for me*

to prove that the students' promoting motion /not just sitting at the desk/ is the effective way of English learning & health

**EQUIPMENT** Cutting Edge Upper Intermediate CD-ROM, projector, laptop, etc...

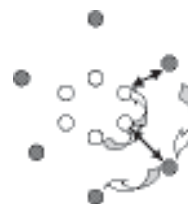
### STRUCTURE

#### I INTRODUCTION

##### ▪ *Discussing the Proverb*

Words satisfy the mind as much as fruit does the stomach; good talk is as gratifying as a good harvest

▪ *Warming up* (the Game "Speed Dating") / methodical technique "roundabout", girls are in the inner circle or vice versa /



Imagine that the dating company has organized speed dating for you. You will have a series of one-minute conversations. You are not allowed to ask for a date, phone number or e-mail address. At the end of conversations you will fill in the card saying "date" or "friend". The dating company will arrange a dating for any couple who both ticked "date". (*Attachment 1*)

#### II THE MAIN PART

1. Activating Vocabulary (CD-ROM) (*Attachment 2*)
2. Topic and Purposes of the Lesson (& Motivation, etc...)
  - Investigate and answer these questions:
    - Is the art of conversation dying?
    - The ways people can get together.
3. Reading Comprehension (*Attachment 3*)
  - Pre-reading activity
  - Work with the text "Is the Art of Conversation Dying?" (Ex.2, p. 111)
  - After-reading activity (Ex.3, p. 111 + own ideas)
 

*Keys: 1b, 2a, 3c*
4. Listening Comprehension (*Attachments 4&5*)
  - Pre-listening activity (Ex.1, p.114)
  - Listening <http://video.yandex.ua/users/ihavenoproblems/view/2/>
  - After-listening Activity (Ex. 2, p.114)

5. Speaking Comprehension (*Attachment 4*)
- Making up dialogues using the ideas of Ex.4, p.114
6. Discussing the Video (CD-ROM) <http://youtu.be/EyZ3DrzHWyc>  
*What was wrong in the boy's style of conversation?*
7. Project Work
- Some results of researching work
  - **Best Places to Meet Single Men or Women in the world** (you may use such a web-resource <http://voices.yahoo.com/top-ten-best-places-meet-single-men-women-490103.html?cat=41> and the results of the survey on this web-page)
    - + web communication via Skype (in our case we had a communication with the colleague from Sweden )
    - ◆ discussing the questions, changing&sharing opinions
    - ◆ Where did you meet your husband?
    - ◆ Where do you usually meet new people? (in the public places, in the social networks, in the group of interests, etc...)
    - ◆ Where do young people prefer to communicate?
    - ◆ What phrase do you usually use to start a conversation?
    - ◆ What role does the art of conversation play in your life?
    - ◆ What is your attitude to arranged marriages and is there this phenomenon in your country?
    - ◆ What is your attitude to speed dating? (etc.)
  - **Getting together. How young people in Ukraine get to know each other.**
    - Project Activity
- a) Defining the goals (*Attachment 6*)  
 To complete the information about people in Ukraine we have to conduct the public opinion poll. All the participants of the lesson (the students as well as the guests) are included.
- b) Holding the survey – interactive collaboration students and guests of the lesson /methodical technique “crowd”, Accelerated language learning/
- c) Analysing the results (+making up the diagrams in the Microsoft Office Excel, completing the researching work in the Microsoft Office PowerPoint) (*Attachment 7*)
- d) Presentation

### III SUMMARIZING

1. Reflection (Attachment 8)
2. Estimating
3. Homework

Check if you follow the tips of web-communication in the social

#### Attachment 1

Your Name _____ Date _____ Friend _____	Your Name _____ Date _____ Friend _____
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#### Attachment 2

The teacher can use the multimedia board or the students' individual computer work (each student's book is supplemented with Cutting Edge Upper Intermediate CD-ROM)

Module 10 → Vocabulary' → Activity 1

NEW  
**CUTTING EDGE**  
 UPPER INTERMEDIATE

**Getting together**  
 Drag a line to connect the two halves of the sentences.

On Sunday, we had a big family get-together.

1 On Sunday, we had a big	dinner parties for our friends.
2 I only met Alan last Friday and we went on	family get-together. ✓
3 At ten o'clock you're attending	our first date last night.
4 Patients need to make	a conference in Scotland about exams.
5 Why don't you have	celebration meal at the end of the course?
6 We love having people round and we often have	the school reunion?
7 Are you going to attend	appointments at least a day in advance.
8 The headteacher is away this week. She's attending	a housewarming party?
9 How about having a	a meeting with the Sales Team.
10 Representatives from China, India and Malaysia are attending	a big summit meeting in Kuala Lumpur.

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← Back    Module 10    Forward →

**Useful language**

**a Explaining your list**

The reason I chose him/her is because ...  
 I think he/she is the ideal guest because ...  
 He/She will be really interesting to talk to.  
 I've always wanted to meet ...

**b Agreeing**

So do we all agree that we're (not) going to invite ...?  
 Do you think that X will get on with Y?

**c Discussing the seating plan**

If he sits next to her, they'll probably (argue / get on well together) ...  
 We're going to put X next to Y so they can talk about ...  
 I'm not sure it's a good idea to put X and Y together.  
 Personally, I'd love to sit next to ... because ...

- 2 Read the posting that appeared on an Internet site.  
 What kind of person is the writer? What is his attitude towards modern means of communication?

**Is the art of conversation dying?**

The other day, my wife and two teenage children did something we haven't done for ages. It didn't require access to the Internet, a TV screen, batteries ... or anything else for that matter. But we all enjoyed it so much we're thinking of doing it again some time.

We had a conversation. The kind of real, live stimulating conversation that was common when I was growing up, but which seems all too rare these days. Today we have chat rooms, text messaging, e-mailing ... but we seem to be losing the art of communicating face-to-face. We all know when young people are out on a date these days, they spend most of that time answering their mobile. And teenagers nowadays seem to prefer catching up with their friends by texting rather than actually speaking to them.

If we carry on like this, by the year 3000 we'll all be living in our own separate little hi-tech bubbles, it seems to me. We'll have lost the use of our voices – apart from singing along tunelessly to karaoke music – and we will be communicating only via our thumbs, which will be the size that our arms are now.

Am I exaggerating? What do you think? E-mail me, and who knows? Maybe we could even have a real conversation about it!

- 3 Write your own ideas about this. Then compare with another student.

**Language focus 2**  
**Future continuous and Future perfect**



- 1 How often do you use the following means of communication and what for? Compare your answers in pairs.

– chat rooms – e-mail – phone – text messaging

**Analysis**

Look at the sentences and then tick the correct answer.

1 *By the year 3000 we'll all be living in our own hi-tech bubbles.*

Does this mean we will start living in them:

- a in 3000?  
 b before 3000 and continue after 3000?  
 c only for the year 3000?

2 *By the year 3000, we'll have lost the use of our voices.*

Does this mean we will lose the use of our voices:

- a before 3000? b in 3000? c after 3000?

3 *We will be communicating only via our thumbs.*

Is this something that:

- a we plan to do?  
 b is happening now?  
 c will happen in the normal course of events?

- Read Language summary D on page 155.

**module 10** Getting together \_\_\_\_\_

## Real life

**Dealing with problems on the telephone**

- 1 Discuss the following questions in small groups.
- Do you spend a lot of time on the phone? Who with?
  - Do you enjoy chatting or do you prefer to keep your calls short and to the point?
  - Have you ever got annoyed or frustrated when making a phone call? Why?
- 2 **T10.4** Listen to three telephone conversations. Answer these questions for each conversation.
- Who is speaking to who?
  - What problem occurs?
  - How does the conversation end?
- 3 a **T10.5** Listen and complete the sentences.
- \_\_\_\_\_ I ringing at a \_\_\_\_\_ time?
  - Could you speak \_\_\_\_\_ a bit, please? Your voice is very \_\_\_\_\_.
  - I \_\_\_\_\_ a message \_\_\_\_\_.
  - If you'll just \_\_\_\_\_ with me ...
  - Sorry, you're \_\_\_\_\_ up.
  - Thanks for \_\_\_\_\_ back to me.
  - I'll have to \_\_\_\_\_ you \_\_\_\_\_ to another department.
  - It's \_\_\_\_\_ your flights to Istanbul next week.
  - When \_\_\_\_\_ be a \_\_\_\_\_ time to ring?
  - Can I just \_\_\_\_\_ your name and \_\_\_\_\_, please?
- b Discuss with a partner who said each sentence and when you would use it. Then look at the tapescript on page 173 and underline any other useful phrases for telephoning.
- c Practise saying the phrases. Use the recording to help you.
- 4 Work in pairs. Prepare a conversation of your own, using the ideas below to help you. Practise your conversation. If possible, act it out for the rest of the class.

**1 Who is speaking?**

- boyfriend/girlfriend
- customer/telephonist
- two colleagues
- two friends
- other

**2 What problem occurs?**

- it's a bad time to call
- keep getting the wrong person
- problems on the line
- other

**3 Why/What about?**

- to arrange a business meeting
- to arrange a night out
- for a friendly chat
- to make a complaint
- other

**4 How is the problem resolved?**

- you arrange to phone back another time
- you get cut off
- you hang up
- other

**Using the Internet  
(1): Key Pals **STUDY...****

Key pals are friends you keep in touch with via e-mail. It's an excellent way to practise your English! Here are some tips on how to get started, and how to make the most of your key pal.

**Getting started**

- Plenty of websites will help you find key pals. You can also try the *Cutting Edge* website at [www.longman.com/cuttingedge/students/onedge](http://www.longman.com/cuttingedge/students/onedge).
- You will need to fill out a short form to become a registered user: you will need an e-mail address, a user name and a password, which you should keep secret.
- You will probably get a list of matches. Find someone who has more or less the same age and interests as you, and a similar level of English (if they are not native speakers).
- Give some information about yourself – but do not reveal your address or fix up a face-to-face meeting.

**Making the most of your key pal**

- The details of your life may seem ordinary, but they will be interesting to someone from a different culture – comparing lifestyles is fascinating!
- Ask questions to give your key pal something to write about.
- Do not reply to e-mails which you feel are aggressive or rude.
- Check your spelling and grammar before you send your e-mail.
- If you don't get a reply after a few days, someone else will probably be glad to hear from you!

Attachment 5

Tapescripts

Module 10

Recording 4

Conversation 1

Hello? Hello? Sorry? Yes, that's right, this is Stephen Lloyd., yes, thanks for getting back to me ... yeah, um, I left a message earlier about the furniture that you're supposed to be delivering to me at the end of this week ... and I wondered if... sorry? no, no it's just that I'm on a train and I keep losing you ... we, we keep going into tunnels ... I said I keep losing you whenever we go into a tunnel... could you speak up a bit, please? No, your voice is very faint... yeah, yeah, that's better yeah ... yeah, I can hear you perfectly, yeah ... sorry, you said that you'll be delivering the furniture on Friday, is that right? About what time? Sorry? No, your voice has gone very faint... I can hardly hear you ... sorry, you're breaking up ... shall I ... shall I ring you back? Look, I'm going to call you back. OK? Hello? Hello?

Conversation 2

B: Hello, thank you for phoning Gas Line. You have three options: if you want to enquire about new Gas Products, Press 1. If you have an enquiry about an outstanding bill, Press 2. Thank you. We're now going to connect you to one of our sales team.  
 D: Hello, welcome to Gas Line. My name's Andy, how can I help you?  
 C: Hello, yes, it's about a letter I've just had about a bill I received.  
 D: Have you got your customer reference number, please? a Um ... yeah, it's V290 636K...  
 D: Okay, just get your file up on the screen. Can I just confirm your name and postcode, please?  
 C: Yes, it's Christine Ford, and the postcode is MN8 6DK.  
 D: Okay, that's fine and how can we help you this morning?  
 C: Well, you sent me a bill which I think I paid three weeks ago, and it says that unless I pay it within seven days, you'll...  
 D: Sorry to stop you there. I'll have to put you through to another department as we don't actually deal with invoices which are more than three weeks old. If you'll just be with me ...  
 C: Yes, but...  
 E: Hello, Customer Service Department.  
 C: Yes, it's about a letter you sent me. The customer reference is V290 636K, and I sent you ...  
 E: Can you just confirm your name and postcode for me, please?  
 C: I've just given all this information to another young rnan. Do I have to go through all this again? It's MN8 6DK and my name is Christine Ford. Now about this bill that I'm supposed to owe you, now I know I sent you a cheque at least...  
 E: Sorry is that M for Michael, N for Nigel ...

Conversation 3

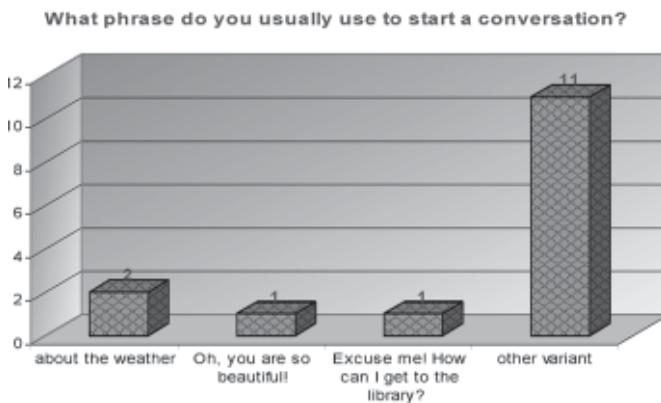
F: Yes, hello, Linda Bates speaking.  
 G: Hi, it's Jane Markham from Adonis Travel. It's regarding your flights to Istanbul next week. I've just got a couple of queries ...  
 F: Oh, yes. Hello. Oh sorry, just a second ... No! Not there! Where I told you by the book case ... Sorry ...  
 G: Yes, I just wanted to know if you'd mind taking a flight a bit later than the one we discussed ...  
 H: Mum? Mum? Have you seen my trainers anywhere?  
 F: Please, don't interrupt me when I'm on the phone, yes sorry, you were saying ...  
 G: No, don't worry ... am I ringing at a bad time? I'll ring back later if it's easier for you.  
 F: Do you mind, it's just that there are some delivery men, and ... will you be careful with that please? Sorry ...  
 G: No problem ... when would be a good time to ring?  
 F: Oh, if you give it about an hour things will have settled down a bit ... thanks.  
 G: OK, I'll speak to you later.  
 F: OK, thanks. Bye.  
 G: Bye.

Attachment 6

1. *Where did you meet your husband /wife/boyfriend/ girlfriend?*
  - a) in the public place (library, school, football match, railway station, street)
  - b) in the social network (vkontakte, facebook, etc...)
  - c) in the group of interests (sports club, reading group, literary club, etc..)
  - d) own variant
2. *Where do you usually meet new people?*
  - a) in the public places (library, school, football match, railway station, street)
  - b) in the social networks (vkontakte, facebook, etc...)
  - c) in the group of interests (sports club, reading group, literary club, etc..)
  - d) own variant
3. *What phrase do you usually use to start a conversation?*
  - a) about the weather
  - b) Oh, you are so beautiful!
  - c) Excuse me! How can I get to the library? (other place, etc..)
  - d) own variant
4. *What role does the art of conversation play in your life?*
  - a) great and important!!!
  - b) It would be enough smileys for me ☺
  - c) not so important
  - d) own variant

№	Name	a	b	c	own variant
1	Julia				
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Attachment 7



Attachment 8

**FOR OUR GUESTS**

- ☺ I feel good ☺ I have some new own ideas!!! I am active. I am satisfied.
- ☹ I feel normal. Maybe some ideas of this lesson would be useful for me. I am not very active but I am satisfied.
- ☹ I feel so-so. What on Earth am I doing here? I am passive. I'm tired. I am not satisfied with my activity.

The students are proposed to create a smiley on the one side of the ○ after each activity (game, reading, dialogues, video, project work, etc...) and write the questions to themselves/the teacher or problems if they occur on the other side of it. Then at the end of the lesson we all together analyze the results.

The same activity is proposed for the guests at the end of the lesson.

**FOR STUDENTS**

- ♥ I feel good ♥ I know the topic of this part of the lesson well. I am active. I am satisfied.
- ♥ I feel normal. I understand the topic of this part of the lesson. I am not very active but I am satisfied.
- ♥ I feel so-so. I don't understand my studying activity. I am passive. I'm tired. I am not satisfied.

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